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## ABSTRACT

The Oxnard School District initiated a Year Round Education (YRE) program beginning in 1976. In 1984 the district maintained eleven YRE schools and four traditional schools. All the YRE schools are on a 60-20 plan with four staggered YRE tracks and a fifth track offering a traditional school year calendar. This cost analysis outlines how the program has saved the district in operational and capital expenses. The cost benefit attributable to the Oxnard YRE schools for 1983-84 is \$1,244,598. Other benefits to the district that are not calculated in the cost advantages of YRE are reductions in teacher illness absences, reduction in unexcused student absences, and reduction in school vandalism and burglary losses. A limited study of student reading achievement in Oxnard schools from 1979-81 shows that students in YRE schools have reading achievement scores higher than students enrolled in traditional year schools. School districts with declining enrollment and empty classrooms may find YRE programs advantageous. School districts with adequate classroom space for student enrollment would incur additional costs in changing to YRE. Little hard research exists to verify the advantages of YRE to learning acquisition and student behavior. If such improvements can be verified, these factors have significant financial implications. (MD)

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# A COST ANALYSIS OF YEAR-ROUND EDUCATION IN THE OXNARD SCHOOL DISTRICT

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A Presentation to the 16th Annual Meeting of the  
National Council on Year-Round Education

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## The Oxnard School District—General Information

The Oxnard School District is a K-8 school system serving approximately 10,700 students within the City of Oxnard, California.

The District, desegregated by a federal court order in May, 1971, currently has a student population which is 68% Hispanic, 22% White, 6% Black, 2% Asian and 2% Filipino.

Oxnard, located on the Pacific Coast midway between Los Angeles and Santa Barbara, is one of the state's prime agricultural areas (citrus and vegetables) and a major food processing center. According to an October 18, 1983 economic forecast by Chase Econometrics, a Philadelphia-based firm, Oxnard will be the second-fastest growing city in the United States over the next decade, largely because of an increase in defense and related industries. In February, 1981, Money magazine reported that Oxnard was the seventh-fastest growing city in the nation. The city's current (1984) population is estimated at 115,000 -- double its count in 1965. This growth in population, during a period of extreme funding limitations for new school facilities, has required that the District make the most economically efficient use of its 15 schools through phased implementation of a Year Round Education program.

To accommodate this growth in student enrollment, the Oxnard School District initiated its YRE/T program with the 1976-77 school year; and, as the need required, expanded the program to other schools as indicated below: (See Attachment C)

|                       |         |
|-----------------------|---------|
| Marina West (K, 1-3)  | 1976-77 |
| Rose Avenue (K, 4-6)  | 1976-77 |
| Driffill (K-6)        | 1980-81 |
| Juanita (K, 1-3)      | 1981-82 |
| Curren (K, 4-6)       | 1981-82 |
| McKinna (K-6)         | 1982-83 |
| Kamala (K-6)          | 1982-83 |
| Ramona (K, 1-3)       | 1982-83 |
| Sierra Linda (K, 4-6) | 1982-83 |
| Fremont (7-8)         | 1982-83 |
| Haydock (7-8)         | 1983-84 |
| Lemonwood (K-6)       | 1985-86 |

During the 1983-84 school year, the Oxnard School District maintained nine YRE/T elementary schools; two YRE/T Intermediate (7-8) schools, and four traditional elementary schools.

Planning is currently in progress to add the District's tenth elementary school (Lemonwood) to the YRE/T schedule beginning with the 1985-86 school year.

All YRE schools of the District are maintained on the 60-20 plan, with four staggered YRE tracks, plus a fifth track offering the traditional school year calendar. The 1984-85 YRE/Traditional school calendar is provided as Attachment A of this report.

While the District presently offers five calendar (or vacation) options, it is estimated that in two to three years, it may become necessary to eliminate the traditional calendar option in some schools in order to accommodate an increasing student population. When all students enrolled in a school are scheduled into YRE tracks, the school then has the potential to approach a 100% use efficiency. For each unit of three seats occupied by students in a traditional (September through June) school year, four students can share those same seats in our YRE program. Stated in another way: a school with a traditional year student capacity of 750 students may enroll 1,000 YRE students with no more than 750 students in attendance at any time and with no reduction in the length of school day or total days of instruction within a school year. (See Attachment B)

In general, YRE has been extremely well accepted by parents, students, and the staff of the Oxnard School District. The program, among its many financial and educational advantages, has made it possible for the District to present an educational program with maximum financial economy during a time when school building and operational funds have been very limited. YRE is one of the major factors which has contributed to the relatively secure fiscal condition of the Oxnard School District -- without compromising the quality of its educational program.

## YRE: Its Cost Effectiveness Can Be Demonstrated

Schools today are facing a crisis. On the one hand, the public and education professionals are being bombarded with prestigious studies which purport to document the general failure of our public schools, with urgent and far-reaching recommendations for educational reform. On the other hand, limited educational funding is forcing school managers to consider equally urgent and substantial measures yielding both instructional and cost effectiveness in education.

While our primary concern is educational quality, cost effectiveness has become a fundamental educational issue.

Dr. Frank W. Davis at the University of Tennessee makes a profound observation concerning the cost effectiveness of our schools when he states that:

"A service organization does not produce a product, but rather builds capacity to serve. A hotel produces the capacity to house a given number of guests each day. A hospital produces the capacity to perform X hours of surgery and to house Y patients. A school develops the capacity to process W students per academic year; there is no value in unused capacity. There is no public benefit in empty hotel rooms, unused operating rooms, or school class-rooms vacant from June to September. Community value occurs only to the degree that the capacity is used. Idle capacity is a total loss, creating only cost while providing no benefit."

For any school district, in these years of lean budgets and mandates for educational reform, the basic issue is effective use of available resources -- funds and school facilities.

During the past two decades, the public schools have experienced a significant and damaging erosion of public confidence. Behind this erosion of confidence is the feeling that schools are not cost-effective -- that they do not bring a return comparable to the amount of money society spends to support them.

If IBM, 3-M, and General Motors closed their nationwide facilities and "vacationed" their personnel for three months each summer, their lack of cost-effectiveness would most certainly lead to an early demise.

Similarly, a school system, such as the Oxnard School District with 15 schools valued at \$52 million standing idle for one-fourth of the calendar year, is hardly an example of responsible cost-effectiveness.

A 4-school district with a student population on a traditional (September to June) school calendar can realize a very significant cost-saving by housing its students in 3 schools on a Year Round

Education calendar. While YRE is often considered as an effective option in districts with a shortage of classroom space, it, likewise, may be an equally effective option in districts with declining enrollments. Schools with low enrollments and empty classrooms are simply not cost effective.

A growing school district utilizing its schools to a 100% capacity for 12 months with YRE produces a cost-effectiveness which can enhance the quality of the instructional program, and substantially reduce the operational and facility costs otherwise required by a traditional school year program.

While the Oxnard School District has had YRE/T schools since 1976, only during the past three years has an effort been made to analyze the variable cost factors attributable to YRE and the traditional school year programs.

Oxnard's experience, consistent with thorough and comprehensive YRE cost studies of growing districts in Virginia, Illinois, and Washington, shows savings in both operational and capital expenditures.

The 1983-84 operational savings attributable to Oxnard's YRE program was \$174.46 per unit of ADA less than comparable costs for students enrolled in the District's traditional schools. This saving totalled \$1,244,598. This cost advantage, which will increase as YRE classes are added in future years, is a continuing, annual benefit to the Oxnard School District.

The District's capital (facility cost) saving, as of September, 1984 is approximately \$5 million. At the current rate of student growth, the capital saving will be well over \$10 million in four years.

## Approaches to an Analysis of YRE Costs

Though YRE in its varied forms has been about for many years, many YRE districts have not done comprehensive cost comparison studies which analyze the relative financial aspects of YRE and traditional school year programs.

We are frequently asked the question: Does YRE cost more or less than operating a traditional school year program? The answer may be Yes or No depending upon a district's classroom space and its student population.

If a YRE option is offered as an alternative program when there is no need to more efficiently utilize classroom space/school facilities to house a student population which may exceed a district's available classrooms, YRE may result in additional cost.

If, on the other hand, YRE is offered as a program to serve a student population which exceeds the available classrooms required for a traditional school year program, YRE has the potential for a very significant cost-saving advantage. Such a condition exists within the Oxnard School District.

Three cost-analysis approaches, based upon the conditions existing within the Oxnard School District, have been made to identify the cost-related factors of YRE and the traditional school year program:

(1) Computing only those operational costs incurred by a YRE program during the summer vacation months when the traditional school year program is not in session.

(2) Computing and comparing the per student (ADA) operational expense during the 12-month period for those pupils enrolled in the District's YRE/T and Traditional program.

(3) Computing the capital costs for those (additional) school facilities and the operational expenses required for the enrollment exceeding the district's available classroom space, which can be avoided by a conversion from a traditional to YRE school program.

An analysis utilizing these three computational approaches has been made for the 11 YRE/Traditional and 3 Traditional-only schools operating within the Oxnard School District during the 1983-84 school year. (San Miguel School, a facility serving approximately 60 severely handicapped students operating on a traditional school year, has been excluded from this analysis.)

The most valid comparisons of YRE and non-YRE (traditional) costs, we believe, result from a computation which yields the ADA unit expense per student in each program (YRE Program Cost Analysis II) and the cost benefits which can be attributed to maximum (12 month) utilization of school facilities (YRE Program Cost Analysis III).

The following 1983-84 financial and enrollment data for the District's YRE/T and Traditional schools were utilized in preparing this analysis.

YRE/T AND TRADITIONAL SCHOOL ENROLLMENT: 1983-84 SCHOOL YEAR  
(September 28, 1983) Excluding ONE Traditional School for Handicapped Students

| <u>TRADITIONAL SCHOOLS</u> |                 | <u>YRE/T SCHOOLS</u>  |              |                                 |              |
|----------------------------|-----------------|-----------------------|--------------|---------------------------------|--------------|
| <u>School</u>              | <u>Students</u> | <u>School</u>         | <u>YRE</u>   | <u>Students</u><br><u>Trad.</u> | <u>Total</u> |
| Elm (K-6)                  | 426             | Curren (K, 4-6)       | 634          | 143                             | 777          |
| Harrington (K-6)           | 382             | Driffill (K-6)        | 773          | 189                             | 962          |
| Lemonwood (K-4)            | 499             | Fremont (7-8)         | 780          | 406                             | 1,186        |
| TOTAL                      | <u>1,307</u>    | Haydock (7-8)         | 706          | 212                             | 918          |
|                            |                 | Juanita (K, 1-3)      | 680          | 110                             | 790          |
|                            |                 | Kamala (K-6)          | 679          | 161                             | 840          |
|                            |                 | Marina West (K, 1-3)  | 499          | 385                             | 884          |
|                            |                 | McKinna (K-6)         | 554          | 180                             | 734          |
|                            |                 | Ramona (K, 1-3)       | 353          | 219                             | 572          |
|                            |                 | Rose Avenue (K, 4-6)  | 492          | 300                             | 792          |
|                            |                 | Sierra Linda (K, 4-6) | 529          | 253                             | 782          |
|                            |                 | TOTALS                | <u>6,679</u> | <u>2,558</u>                    | <u>9,237</u> |
|                            |                 |                       | (72.3%)      | (27.7%)                         |              |

1973 to 1983 ENROLLMENT PATTERN FOR THE OXNARD SCHOOL DISTRICT  
(October enrollment data)

|      |   |        | Increase/Decrease |
|------|---|--------|-------------------|
| 1973 | - | 9,124  |                   |
| 1974 | - | 9,485  | + 361 + 4.12%     |
| 1975 | - | 9,721  | + 236 + 2.49%     |
| 1976 | - | 9,782  | + 61 + .63%       |
| 1977 | - | 9,683  | - 99 - 1.01%      |
| 1978 | - | 9,670  | - 13 - .13%       |
| 1979 | - | 9,663  | - 7 - .07%        |
| 1980 | - | 9,798  | + 135 + 1.14%     |
| 1981 | - | 10,172 | + 374 + 3.81%     |
| 1982 | - | 10,372 | + 200 + 2.00%     |
| 1983 | - | 10,605 | + 233 + 2.24%     |
| 1984 | - | 10,691 | + 86 + .01%       |

The Oxnard School District has experienced a 17.2% (1,567 student) enrollment growth since October, 1973.

## **Non-variable School Expenses for YRE/T and Traditional Schools**

Teacher Salaries/Benefits

Instructional Supplies\*

Textbooks\*

Capital Outlay\*

Equipment Replacement\*

Study Trips\*

Special Education Services\*

District Compensatory Education\*

School Lunch Program

Gardening/Grounds

\*Funds appropriated on an enrollment count or on an established pupil/teacher ratio formula by grade level.

## **Variable (Additional) Expenses for YRE/T Schools**

Administrator Salaries/Benefits

Instrumental Music Teacher Salary/Benefits

School Secretary Salary/Benefits

Clerical Salaries/Benefits

Custodial Salaries/Benefits

Maintenance

Utilities

Pupil Transportation

Equipment (Portable Cabinets)\*

Equipment (Office)\*

\* One-time (first-year) cost

## **Federal-State Categorical and Special Education Funds**

Federal, state and district-provided compensatory and special education funds have been excluded from this cost comparison of YRE/T and traditional schools. These funds are designated for pupils who meet the specific eligibility criteria as established for each compensatory/categorical or special education program. Funds available from the various compensatory and special education programs have been spread through the full twelve months when YRE/T schools are in session. Eligible students enrolled in any of the four YRE tracks receive the same categorical and special education services as their counterparts enrolled in the traditional school calendar.

The Oxnard School District does not incur greater costs on a per-pupil basis for YRE students eligible for compensatory and/or special education services because members of the professional staff work a modified duty year. A teacher of SOLH (Severe Oral Language Handicapped) students, for example, serving a 183-day contract year, may be assigned to a 4-day work week with service spread throughout the 12-month period when school is in session. Thus each YRE child eligible for special education, categorical/compensatory education programs receives the same service as similar students enrolled in the Traditional school year program.

To facilitate an equitable spread of such categorical and special education services, the District utilizes an Addendum to the employee's contract which is provided as Attachment C.

### **Cafeteria Program**

The Oxnard School District maintains a school lunch program which is "cost-efficient" from funds of the cafeteria account. The same cafeteria services are provided during the three summer months as during the traditional school year.

Since this program incurs only minimal District general fund expense, the school lunch program costs have not been included in this YRE/T and Traditional school year cost analysis.

### **Transportation Program**

The Oxnard School District is heavily involved with pupil transportation. Six schools are paired (primary and upper grades in separate schools) as required by a 1971 Federal desegregation court order; this program, plus the normal transportation required for children living beyond designated distances from their school (1½ miles for K-6 students; 2 miles for 7-8 grade students), involves approximately 25% of the District's enrollment.

YRE has incurred no additional busing costs beyond that which would have been required if all eligible students were bused during a traditional school year.

While the YRE students receive bus service during the summer months, this cost is offset because spreading students through a 12-month calendar has required fewer buses than would have been necessary had all students been assigned to the traditional school year. The expense for student/mile of bus service for YRE is, therefore, not an added cost to the District.

## YRE Cost Analysis I

If a YRE cost analysis is limited only to those expense items which vary from the traditional school year, that is, those which occur only from mid-June through August, these cost items are relatively easy to isolate.

Based upon a typical 850 YRE/T school with 500 YRE students and 350 traditional students, our data would indicate the following YRE-related costs:

|                                                   | <u>One-Time Expense</u>       | <u>Continuing Expense</u>     |
|---------------------------------------------------|-------------------------------|-------------------------------|
| Administrator Salaries/Benefits                   |                               | \$ 5,320**                    |
| School Secretary Salary/Benefits                  |                               | \$ 3,163                      |
| Clerical Salaries/Benefits                        |                               | \$ 11,908                     |
| Custodial Salaries/Benefits                       |                               | \$ 1,901                      |
| Maintenance                                       |                               | \$ 5,474                      |
| Utilities                                         |                               | \$ 8,605                      |
| Equipment (Portable Cabinets)                     | \$ 8,500                      |                               |
| Equipment (Office)                                | \$ 1,500                      |                               |
| Instrumental Music Teacher Salaries/Benefits      |                               | \$ 3,750                      |
| Pupil Transportation                              |                               | \$ 5,200***                   |
|                                                   | <u>TOTAL</u> \$ <u>10,000</u> | <u>TOTAL</u> \$ <u>45,351</u> |
| TOTAL OF ONE-TIME AND CONTINUING COSTS: \$ 55,351 |                               |                               |

\*YRE principals are assigned to a 12-month work year, rather than 11-month assignments at traditional schools, and receive a proportionate salary increase plus an increased entitlement from 19 to 21 vacation days per year. Since YRE principals must take vacation days when school is in session, \$1,500 per year is required for short-term administrative coverage at YRE schools. This amount is included in this variable expense.

\*\*Oxnard School District General Fund expense beyond the amount funded through the state's transportation allowance.

## YRE Cost Analysis II

Beginning in 1976, with the implementation of the District's first YRE/T schools, a comparative analysis of the costs attributed to the traditional school year program and the YRE/T program has consistently shown that the expense per unit of ADA is significantly less for the District's YRE/T schools.

Considering all appropriate school-level General Fund costs during the 1983-84 school year (California Accounting Manual Accounts 1000 through 6000), the Oxnard School District spent

\$1,416.24 per unit of ADA for 1,307 K-6 grade students enrolled in the District's three traditional elementary schools.

\$1,241.78 per unit of ADA for 7,133 K-6 grade students enrolled in the District's nine YRE/T elementary schools.

The 1983-84 per unit of ADA expense for educating elementary (K-6) grade students was \$174.46 less in the nine YRE/T schools than for the students enrolled in the District's three traditional elementary schools.

Since there was a total of 7,133 K-6 students enrolled in the District's nine YRE/T schools, incurring a \$174.46 expense less than the per-pupil rate at the three traditional schools, it is reasonable to state that YRE saved the District \$1,244,598 at the YRE/T elementary schools during the 1983-84 school year.

Comparing "apple-to-apple" school-level costs drawn from the same 1983-84 budget accounts, the cost differences between YRE/T and traditional schools may be described as follows:

|                                             |       | Average<br>Enrollment | Average<br>Enrollment/<br>School | Total<br>Educational<br>Expense | Average<br>Expense/<br>Unit of ADA |
|---------------------------------------------|-------|-----------------------|----------------------------------|---------------------------------|------------------------------------|
| Traditional Elementary<br>(K-6) Schools (3) | 1,307 | 436                   |                                  | \$1,865,189                     | \$1,416.24                         |
| YRE/T Elementary (K-6)<br>Schools (9)       | 7,133 | 793                   |                                  | 8,858,885                       | 1,241.78                           |

The per-pupil cost advantage in YRE schools is primarily attributable to the general cost effectiveness inherent in maintaining a larger student population with classes (tracks) spread through a 12-month school calendar.

While the Oxnard School District is providing the same quality instructional program for its YRE and traditional students, it is doing so with a very significant per unit of ADA saving for those pupils enrolled in each of the eleven (1983-84) YRE/traditional schools.

Since the average enrollment of the District's 12 K-6 schools (3 traditional and 9 YRE/T) is 703, the expense of operating this "average-sized school" is \$122,645 less in a YRE/T schedule than in a traditional-only school of 703 pupils.

## YRE Cost Analysis III

Another means for comparing the relative costs of YRE and traditional schools is to consider that during the 1983-84 school year, there were eleven schools on YRE, each enrolling more students than could be accommodated in a traditional (September to June) program.

| <u>School</u>         | <u>Students Enrolled Beyond<br/>Traditional School-Year Capacity</u> |
|-----------------------|----------------------------------------------------------------------|
| Curren (K, 4-6)       | 26                                                                   |
| Driffill (K-6)        | 156                                                                  |
| Fremont (7-8)         | 103                                                                  |
| Haydock (7-8)         | 12                                                                   |
| Juanita (K, 1-3)      | 91                                                                   |
| Kamala (K-6)          | 94                                                                   |
| Marina West (K, 1-3)  | 69                                                                   |
| McKinna (K-6)         | 87                                                                   |
| Ramona (K, 1-3)       | 59                                                                   |
| Rose Avenue (K, 4-6)  | 22                                                                   |
| Sierra Linda (K, 4-6) | 37                                                                   |
| <u>TOTAL</u>          | <u>756</u>                                                           |

Since the Oxnard School District enrolled 756 more students during the 1983-84 school year than could be accommodated in a traditional school year calendar, the District's YRE program, therefore, is essentially precluding the present need for one 756-pupil school facility.

Because the District is making efficient utilization of its schools in a YRE program, there has not been a need for the following:

|                                             | <u>One-Time<br/>Capital Expense</u> | <u>Continuing<br/>Operational Expense</u> |
|---------------------------------------------|-------------------------------------|-------------------------------------------|
| Two school building facilities              | \$ 4,000,000                        |                                           |
| Two 10 acre school sites<br>(\$70,000/acre) | \$ 700,000                          |                                           |
| Equipment                                   | \$ 180,000                          |                                           |
| Administrator/Benefits                      |                                     | \$ 51,833                                 |
| Secretary/Benefits                          |                                     | \$ 17,844                                 |
| Clerical Staff/Benefits                     |                                     | \$ 16,081                                 |
| Custodial Staff/Benefits                    |                                     | \$ 43,937                                 |
| Utilities                                   |                                     | \$ 22,102                                 |
| Maintenance                                 |                                     | \$ 18,756                                 |
| Grounds                                     |                                     | \$ 10,978                                 |
| <u>TOTAL</u>                                | <u>\$ 4,880,000</u>                 | <u>TOTAL \$ 181,531</u>                   |

YRE, therefore, is presently saving the District and its taxpayers approximately \$5,000,000.

Under the present circumstances, the District's 14 schools (excluding San Miguel which serves approximately 60 severely handicapped students) can easily accommodate its 10,691 (October, 1984) enrollment.

Should enrollments continue to increase at the same rate as during the past four years, the Oxnard School District could, with the elimination of the traditional school year option at all schools, be capable of enrolling an additional 1,744 students.

At this rate of student growth, it is expected that the District will reach its maximum enrollment capacity in three or four years. When this occurs, the Oxnard School District will have reached a 100% use efficiency of its schools by enrolling approximately 2,500 students beyond its traditional school year capacity -- and in doing so, eliminates the expense of four 625-pupil schools.

At such time, YRE will have saved the District and its taxpayers in excess of \$20,000,000.

## Other Cost Factors in YRE/T Schools

### 1. TEACHER ILLNESS ABSENCES

A recent report on teacher absenteeism published by Educational Research Service, Inc. has indicated that the average (mean) number of illness absences for classroom teachers in districts with an enrollment of 10,000 to 24,999 is 6.0 days per school year.

The following chart indicates the illness absence rate of teachers assigned to the YRE/T schools during the past four years.

|         | #<br>Traditional<br>Teachers | Average Days of<br>Traditional<br>Teacher Illness<br>Absence | #<br>YRE<br>Teachers | Average Days of<br>YRE<br>Teacher Illness<br>Absence |
|---------|------------------------------|--------------------------------------------------------------|----------------------|------------------------------------------------------|
| 1979-80 | 40                           | 7.1                                                          | 29                   | 7.1                                                  |
| 1980-81 | 58                           | 6.0                                                          | 44                   | 5.0                                                  |
| 1981-82 | 101                          | 6.8                                                          | 78                   | 5.9                                                  |
| 1982-83 | 144                          | 5.7                                                          | 190                  | 5.7                                                  |
| 1983-84 | 141                          | 5.9                                                          | 238                  | 4.7                                                  |

## 2. AVAILABILITY OF TEACHER SUBSTITUTES

California legislation (Hughes-Hart Educational Reform Act of 1983) requires that all substitute teachers pass the California Basic Educational Skills Test (CBEST). This requirement has significantly reduced the pool of available substitute teachers and has created a severe shortage of substitutes in most school districts.

Since the District's 60-20 YRE program has approximately 58 teachers off-track/on vacation each month of the calendar year, these fully-qualified staff members may serve as substitutes during their vacation periods at a salary of \$75 per day. (Substitute teachers who are not regular employees are paid \$60 per day of service.)

If a teacher had the opportunity and desired to serve as a substitute during his/her three vacation periods, such a person could potentially earn an additional \$4,500 per year. (A copy of the 1984-85 teachers and administrators salary schedule is included as Attachment K.)

The Oxnard School District, and other California school districts maintaining YRE programs, have access to a valuable source of substitute teachers which would not be possible in a district without YRE.

## 3. STUDENT ABSENCES

According to a report from Robert Bennett, Field Management Service Bureau, Division of Financial Services, California State Department of Education, the states average excused (illness) absence rate in K-8 school districts was 6.0%.

The excused absence rate for traditional students in the Oxnard School District was 5.7% during the 1983-84 school year; the absence rate for YRE students was 4.8%.

The California average for K-8 unexcused absences was 2%.

Traditional students in the District averaged 1.8% for unexcused absences; YRE students averaged 1.4% in this category of absences.

## 4. REDUCTION IN SCHOOL VANDALISM AND BURGLARY

There has been a consistent pattern of reduced vandalism and burglary loss at YRE/T schools. When school personnel, including night custodians on duty until midnight, occupy our YRE/T school buildings 12 months a year, these schools tend to be less attractive targets for vandals and burglars than schools vacant from June to September.

Indicators of this reduction in vandalism and burglary expense include the following:"

|                                        | 1979-80          | 1980-81          | 1981-82         | 1982-83         | 1983-84         |
|----------------------------------------|------------------|------------------|-----------------|-----------------|-----------------|
| Broken Windows                         | \$ 19,020        | \$ 13,202        | \$ 6,524        | \$ 5,089        | \$ 4,560        |
| Replacement of<br>Damaged Door Locks   | \$ 3,474         | \$ 2,072         | \$ 1,937        | \$ 1,097        | \$ 952          |
| Burglary (Equipment/<br>Property) Loss | \$ 15,292        | \$ 2,997         | \$ 5,573        | \$ 3,468        | \$ 2,985        |
| <u>TOTAL</u>                           | <u>\$ 37,786</u> | <u>\$ 18,271</u> | <u>\$14,034</u> | <u>\$ 9,654</u> | <u>\$ 8,497</u> |

"These items were selected for this comparison because they are the most costly losses annually incurred by the District.

#### 5. IMPROVEMENT IN STUDENT ACHIEVEMENT

An evaluation of the cost effectiveness of YRE should extend beyond an operational and capital expense analysis and consider the most important variable -- Improvement in student achievement.

An independent evaluator, Dr. Steven Kelleman, conducted such a study at the District's Marina West School during the three year period from 1979 through 1981.

While the study was limited in scope to reading achievement and included only those students who had attended all three years in traditional or YRE classes at the school, his findings for this limited number of students were encouraging and prompt further such analysis in other academic areas and a similar evaluation at other schools.

Dr. Kelleman's report follows:

#### EVALUATION QUESTION

Does the reading achievement of students enrolled in Year Round Education (YRE) exceed that of students enrolled in traditional year; does more continuous schooling increase achievement?

#### RESPONSE

Students enrolled in traditional and YRE tracks at Marina West School were selected for participation in this study. Performances by the 1980-81 3rd grade class on the reading subtest of the CTBS were collected for a period of three years (1979-81, 1st - 3rd grade levels); attendance rates were also collected. Analysis of data indicates that students enrolled in YRE exhibit higher rates of achievement in reading than do their counterparts enrolled in the traditional track. Furthermore, these differences do not appear to result from differences in attendance rates.

As can be seen on the following chart, YRE students received an average grade-equivalent (GE) score of 1.9 on the reading section of the CTBS; whereas, students enrolled in the traditional track received an average GE score of 1.7. These scores indicate that, in the initial year of this study, YRE students exhibited an average gain of .2 months per each month of instruction more than their counterparts (that is, if we accept the fact that the two (2) groups began the year at similar levels).

The second year of the study, YRE students received an average grade equivalent score of 3.1. Traditional students received an average GE score of 2.3. These scores represent a gain of 12 months for YRE students and 6 months for traditional students from the score of the previous year. Results suggest that YRE students made twice as much progress in reading during second grade as did their traditional counterparts.

In the final year of the study, YRE students received an average GE score of 4.6. Traditional students received an average grade equivalent score of 3.5. These scores represent an average gain of 15 months for the year of instruction for YRE students, and an average gain of 12 months for traditional students. Although youngsters in the traditional track exhibited an average growth of more than one month per each month of instruction, they continued to fall further behind the YRE students who exhibited an even greater average growth rate. The reported grade equivalent scores (as well as the scores) indicate that the gap between the respective performance rates of these two groups is widening. This suggests that participation in year-round education does enhance reading achievement of students.

#### READING SCORES: TRADITIONAL VS. YRE

| TRADITIONAL |     |                 | YRE         |     |                 |
|-------------|-----|-----------------|-------------|-----|-----------------|
| SCORE       | NO. | DAYS<br>PRESENT | SCORE       | NO. | DAYS<br>PRESENT |
| <u>1981</u> |     |                 | <u>1981</u> |     |                 |
| ss = 368    | 51  | 164             | ss = 418    | 27  | 165             |
| rs = 44     |     |                 | rs = 64     |     |                 |
| ge = 3.5    |     |                 | ge = 4.6    |     |                 |
| %ile = 44   |     |                 | %ile = 71   |     |                 |
| <u>1980</u> |     |                 | <u>1980</u> |     |                 |
| ss = 313    | 51  | 163             | ss = 348    | 27  | 162             |
| rs = 53     |     |                 | rs = 66     |     |                 |
| ge = 2.3    |     |                 | ge = 3.1    |     |                 |
| %ile = 42   |     |                 | %ile = 65   |     |                 |
| <u>1979</u> |     |                 | <u>1979</u> |     |                 |
| ss = 258    | 51  | 164             | ss = 282    | 27  | 163             |
| rs = 55     |     |                 | rs = 72     |     |                 |
| ge = 1.7    |     |                 | ge = 1.9    |     |                 |
| %ile = 45   |     |                 | %ile = 66   |     |                 |

## SUMMARY

Year-Round Education within the Oxnard School District has shown a very substantial saving in operational and capital expense. Twelve-month utilization of school facilities, with a potential for enrolling one-third more students than is possible in a traditional school year, has, in the absence of school building funds, kept the District from a massive program of double/half-day session classes.

During the 1983-84 school year, the Oxnard School District enrolled 7,133 elementary (K-6) and 2,104 Intermediate (7-8) grade students in its YRE/T schools.

Comparing the 1983-84 unit of ADA costs for the 7,133 elementary grade students in the District's 9 YRE/T schools with comparable cost data for the 1,307 elementary students in the District's 3 traditional schools, the Oxnard School District experienced a total operational cost benefit attributable to YRE in the amount of \$1,244,598.

If the 1,386 (K-8) students, the number enrolled during the 1983-84 school year beyond the District's traditional year classroom capacity, were housed in traditional year classes, the District would have needed one additional 756-pupil school. It is estimated that the site, building and furnishings for this school would have cost approximately \$5 million.

No attempt has been made in this report to include the cost advantages of YRE which may be attributable to a) a reduction in teacher illness absences, b) the reduced rate of unexcused student absences, and c) the reduction in school vandalism and burglary losses. There is clear evidence that these cost factors further enhance the financial advantage of Year Round Education in the Oxnard School District.

If a school district has a pupil enrollment with adequate classroom space to house its enrollment, YRE would incur additional costs. Such costs would likely be comparable to those indicated by the YRE Program Cost Analysis I, presented on page 9 of this report.

In many school districts, declining enrollment has resulted in schools with empty classrooms and, in some instances, with consolidation of school attendance areas and school closure. When such districts are already experiencing financial pressures, YRE may be an advantageous alternative to the maintenance of low-enrollment schools.

YRE's principal financial advantage is its potential to use a school facility to its maximum capacity for 12 months during the year.

Districts, therefore, experiencing enrollment growth which exceeds available classroom space, have the golden opportunity to offer any number of YRE options which result in proven financial advantages and many fringe benefits, some of which have been identified in this paper.

While there is ample and convincing evidence to support cost-effectiveness in utilizing YRE as a means to house student enrollments which exceed otherwise available classroom space, there is also a generally accepted opinion held by school administrators, teachers and parents of the Oxnard School District that YRE provides strong educational advantages.

Students, especially those with a record of low-achievement, enrolled in the traditional school year normally lose a significant amount of their acquired skills and knowledge during a 3-month break in their educational program. The three shorter vacation breaks within the 60-20 YRE calendar assures greater continuity of learning and minimizes the loss of learning which results from a 3-month summer vacation.

Teachers generally agree that students are especially eager and receptive to learning during the period following the opening of the traditional school year in September. Students in a 60-20 YRE program experience this "September phenomenon" three times each year following the three scheduled one-month vacation breaks.

Little hard research has been done to verify the advantages of YRE to learning acquisition and student behavior. As school districts become more involved in computer-assisted record-keeping, it may be possible to retrieve data which assesses these potential advantages of YRE. This area would be a fruitful and exciting endeavor.

If improvements in the acquisition of learning can be verified from enrollment in a YRE program, this factor alone has a very significant financial implication.